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ABSTRACT

The lessons in this workbook are intended to supplement existing taped materials in the French Basic Course. Emphasis is placed on creative activities, realistic situations, and authentic speech variations. The materials can be used for self-study purposes as well as in a language laboratory under the guidance of an instructor. The units in this workbook deal with sound discrimination and pronunciation of French vowel sounds. Each unit contains the following sections: (1) learning objectives, (2) exercises in listening to and oral practice of the sounds, and (3) several self-evaluative quizzes. Many of the exercises are accompanied by cartoon-type illustrations. (AMH)

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# F R E N C H

## BASIC COURSE

## Taped Exercises
## in
## Phonology

### Volume I
### Units 1-7

### Workbook

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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The exercises were developed under DLI Work Unit 0114, Revision of Audio Materials in 20 Languages. The Project Officer for this work unit is Dr. Stefan Kaminski, of the DLI Systems Development Agency.

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## PREFACE

This is Volume I of the French Basic Course, Taped Exercises. The Taped Exercises were developed as part of the overall development specifications for DLI Work Unit 0114, Revision of Taped Exercises in 20 Languages. The objective of Work Unit 0114 is to improve DLI audio software and to incorporate recent advances in language teaching/learning techniques into DLI courses. These materials are intended to supplement or replace existing tape materials in each of the 20 basic courses encompassed by this work unit.

Special emphasis is placed on creative activities, realistic situations, and authentic speech variations. The inclusion of a self-evaluative instrument for each unit represents a new approach in DLI instructional methods. The materials can be used for self-study purposes outside of the class or in a language lab under the guidance of an instructor. They can provide the student with additional exercises for material which was previously introduced in class, and, as remedial or refresher exercises, they can be used whenever extra practice is appropriate.

These materials embody an analysis of the French Basic Course and emphasize aspects of acquiring listening comprehension skills which experience has demonstrated to be of

particular difficulty for English-speaking students.

The materials consist of two instructor volumes, two student workbooks and 17 tapes.

UNIT 1

OBJECTIVES

1. Upon completion of this unit, the student will be able to discriminate and identify the French vowels /i/, /e/, and /ɛ/ when heard in minimal pairs made up of words of five syllables or less in length.

2. The student may replay the entire tape or any portion of it, but he should try to complete each unit within fifty minutes.

3. The student will demonstrate achievement of these objectives by completing the self-evaluative quizzes with 100% accuracy.

PART 1

The Sounds /I/ and /i/

Step 1

Listen to the following pairs of words, spoken in English:

1. ( ) ( )
2. ( ) ( )
3. ( ) ( )
4. ( ) ( )
5. ( ) ( )

Notice that the vowel sound in the second word of each pair is longer in duration than the first one.

Step 2

Listen now to the following pairs of words, the first one spoken in English, the second one in French:

1. ( ) ( )
2. ( ) ( )
3. ( ) ( )
4. ( ) ( )
5. ( ) ( )
6. ( ) ( )

7. ( ) ( )
8. ( ) ( )
9. ( ) ( )
10. ( ) ( )
11. ( ) ( )
12. ( ) ( )
13. ( ) ( )
14. ( ) ( )
15. ( ) ( )

You should have noticed that the French /i/ sound is comparable, although not exactly equal in length, to the English sound /i:/ which you heard before in such words as: feet, neat, etc. We can say, therefore, that a French /i/ stands, in duration, somewhere between the /I/ of "live" and the /i:/ of "leave." This will be true of all /i/ sounds in French, regardless of the word in which they are found.

Step 3

To help you tune your ear to the French /i/, you are going to hear sets of three utterances which contain /i/ in various positions: initial, medial, or final. You will hear it in one syllable or more within each utterance, and it will be

preceded, followed, or preceded and followed by various consonant sounds. Concentrate on the quality of the vowel sound /i/ as you listen to the following:

| | | | |
|---|---|---|---|
| 1. | (  ) | (  ) | (  ) |
| 2. | (  ) | (  ) | (  ) |
| 3. | (  ) | (  ) | (  ) |
| 4. | (  ) | (  ) | (  ) |
| 5. | (  ) | (  ) | (  ) |
| 6. | (  ) | (  ) | (  ) |
| 7. | (  ) | (  ) | (  ) |
| 8. | (  ) | (  ) | (  ) |
| 9. | (  ) | (  ) | (  ) |
| 10. | (  ) | (  ) | (  ) |
| 11. | (  ) | (  ) | (  ) |
| 12. | (  ) | (  ) | (  ) |

By now you have heard the vowel sound /i/ enough times to be able to identify it among other vowel sounds, and you are ready for a quiz. You are going to hear pairs of words which may or may not contain /i/. Each time you hear /i/ make a mark in the appropriate space--in column 1 if the first word contains /i/ or in column 2 if the second word does. If both words contain /i/, make marks in both columns; if neither word of the pair contains it, do not mark anything. Ready? Let's go:

ANSWER SHEET

SELF-EVALUATIVE QUIZ No. 1

| | 1 | 2 |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |
| 9. | | |
| 10. | | |

Check your answers with the key for this quiz at the end of this unit.

## PART 2

### The Sounds /eI/ and /e/

Step 4

Listen carefully to the following English sentences and notice the glide, /eI/ in some of the words and the hardly perceptible glide, /e:/ in others:

1. Take the cake I made.
2. We educate Kate with grace.
3. The aim is to imitate the tape.
4. Place an opaque cape on the flakes.

Your turn now! Say those four sentences at normal speed and observe your pronunciation of words like: cake, opaque, cape, etc.

1. ( ) 2. ( ) 3. ( ) 4. ( )

Well! You have just produced a French /e/, or at least a sound very similar to a French /e/. This will help you remember that such a sound, in French, is always a pure vowel sound and never has a trace of a glide. So if you happen, sometimes, to lapse back into your English /eI/, your ear should tell you that you have made an error and you should have no difficulty correcting it at once.

Step 5

So that you may even more clearly hear the difference between the two sounds, listen to the following pairs of words in which the French /e/ is heard in contrast with the English /eI/:

| | F. | E. |
|---|---|---|
| 1. | ( ) | ( ) |
| 2. | ( ) | ( ) |
| 3. | ( ) | ( ) |
| 4. | ( ) | ( ) |
| 5. | ( ) | ( ) |
| 6. | ( ) | ( ) |
| 7. | ( ) | ( ) |
| 8. | ( ) | ( ) |
| 9. | ( ) | ( ) |
| 10. | ( ) | ( ) |

Step 6

Now that we have well established the unmixed quality of the French /e/, you will hear sets of words which contain that vowel sound in all positions: initial, medial, final, as well as an increasing number of syllables. Concentrate on the length and quality of the vowel sound /e/ in each of these words:

| | | | |
|---|---|---|---|
| 1. | ( ) | ( ) | ( ) |
| 2. | ( ) | ( ) | ( ) |
| 3. | ( ) | ( ) | ( ) |
| 4. | ( ) | ( ) | ( ) |
| 5. | ( ) | ( ) | ( ) |
| 6. | ( ) | ( ) | ( ) |
| 7. | ( ) | ( ) | ( ) |
| 8. | ( ) | ( ) | ( ) |
| 9. | ( ) | ( ) | ( ) |
| 10. | ( ) | ( ) | ( ) |
| 11. | ( ) | ( ) | ( ) |
| 12. | ( ) | ( ) | ( ) |
| 13. | ( ) | ( ) | ( ) |
| 14. | ( ) | ( ) | ( ) |

Before we proceed, let's make sure that you are able to recognize the vowel sound /e/ whenever you hear it.

## SELF-EVALUATIVE QUIZ No. 2

In the following quiz, you will hear sets of three utterances, each of which may or may not contain the sound /e/. Make a mark in the appropriate column to indicate each utterance of the set in which you hear /e/. Some utterances contain more than one /e/.

ANSWER SHEET

SELF-EVALUATIVE QUIZ No. 2

| | Columns 1 | 2 | 3 |
|---|---|---|---|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |
| 8. | | | |
| 9. | | | |
| 10. | | | |

Compare your answers with the key to this quiz at the end of this unit.

PART 3

The Sounds /e/ and /i/

Remember that in French each vowel retains its quality, whether stressed or unstressed, and regardless of its position in a word.

Step 7

The words which you are about to hear, arranged rhythmically by pairs, contain the two sounds /e/ and /i/. You will notice that each vowel, as it occurs, is clearly pronounced and that each one retains its constant quality of /e/ or /i/ regardless of its position or of the number of syllables in the word.

Listen carefully:

1. ( ) ( )
2. ( ) ( )
3. ( ) ( )
4. ( ) ( )
5. ( ) ( )
6. ( ) ( )
7. ( ) ( )
8. ( ) ( )
9. ( ) ( )
10. ( ) ( )

11. (  )  (  )

12. (  )  (  )

13. (  )  (  )

SELF-EVALUATIVE QUIZ No. 3

You will next hear a series of words containing the two sounds /e/ and /i/. Write down in the appropriate column how many times you hear /e/ and how many times you hear /i/ in each word. Each word will be spoken twice.

ANSWER SHEET

SELF-EVALUATIVE QUIZ No. 3

| | /e/ | /i/ |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |
| 9. | | |
| 10. | | |

Compare your answers with the key for this quiz at the end of this unit.

## PART 4

### The Sounds /e/ and /ɛ/

The vowel sound /e/ contrasts with the sound represented by the symbol /ɛ/. /ɛ/ should be easy for you to imitate because it is quite similar to the sound in such English words as m<u>e</u>t, b<u>e</u>t, p<u>e</u>t, etc.

Step 8

Listen to French words which have the new sound:

| | | | |
|---|---|---|---|
| 1. | ( ) | 11. | ( ) |
| 2. | ( ) | 12. | ( ) |
| 3. | ( ) | 13. | ( ) |
| 4. | ( ) | 14. | ( ) |
| 5. | ( ) | 15. | ( ) |
| 6. | ( ) | 16. | ( ) |
| 7. | ( ) | 17. | ( ) |
| 8. | ( ) | 18. | ( ) |
| 9. | ( ) | 19. | ( ) |
| 10. | ( ) | 20. | ( ) |

Step 9

Now listen to the two sounds, /e/ and /ɛ/, in contrastive pairs of words:

1. (  )  (  )
2. (  )  (  )
3. (  )  (  )
4. (  )  (  )
5. (  )  (  )
6. (  )  (  )
7. (  )  (  )
8. (  )  (  )
9. (  )  (  )
10. (  )  (  )
11. (  )  (  )
12. (  )  (  )

Step 10

Listen to the same words again, but this time you should decide whether you hear the sound /ɛ/ in the first or in the second word. Say "one" or "two" aloud, depending on which word /ɛ/ is in. Then wait for the speaker to confirm your choice.

| | | |
|---|---|---|
| 1. | ( ) | ( ) |
| 2. | ( ) | ( ) |
| 3. | ( ) | ( ) |
| 4. | ( ) | ( ) |
| 5. | ( ) | ( ) |
| 6. | ( ) | ( ) |
| 7. | ( ) | ( ) |
| 8. | ( ) | ( ) |
| 9. | ( ) | ( ) |
| 10. | ( ) | ( ) |

If you made any errors, go again through the exercises before taking the following quiz.

## SELF-EVALUATIVE QUIZ No. 4

In the following quiz you will hear sets of three words containing the vowel sounds /e/ and /ɛ/. If all three are identical, make no mark in the columns. If one word of the set is different, mark the appropriate column to indicate the word which was different.

ANSWER SHEET

SELF-EVALUATIVE QUIZ No. 4

| | Columns 1 | 2 | 3 |
|---|---|---|---|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |
| 8. | | | |
| 9. | | | |
| 10. | | | |

Check your answers with the key to this quiz at the end of this unit.

## SELF-EVALUATIVE QUIZ No. 5

Listen to the following utterances which contain different vowel sounds. This time you must decide when you hear the vowel /e/ and when the vowel /ɛ/. If you hear both in the same utterance, make a mark in both columns. If you hear the same sound more than once in the same utterance, count it as <u>one</u> vowel. Make no mark for the other vowels. Each utterance will be spoken <u>twice</u>.

ANSWER SHEET

SELF-EVALUATIVE QUIZ No. 5

| | /e/ | /ɛ/ |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |
| 9. | | |
| 10. | | |

Check your answers with the key for this quiz at the end of this unit.

KEY TO SELF-EVALUATIVE QUIZ No. 1

| | 1 | 2 |
|---|---|---|
| 1. | | X |
| 2. | X | |
| 3. | | |
| 4. | X | |
| 5. | | X |
| 6. | | X |
| 7. | X | X |
| 8. | | |
| 9. | X | X |
| 10. | X | X |

If you made one error or more, listen to the words in step 3 again, then take the quiz over using a new sheet of paper. You must get a perfect score on this quiz before proceeding to the next step.

KEY TO SELF-EVALUATIVE QUIZ No. 2

| Columns | 1 | 2 | 3 |
|---|---|---|---|
| 1. | | X | |
| 2. | | X | |
| 3. | X | | X |
| 4. | X | X | X |
| 5. | X | | |
| 6. | X | X | |
| 7. | | | X |
| 8. | | X | |
| 9. | X | | X |
| 10. | | X | |

If you do not have a perfect score on this quiz, do it over until you obtain 100% accuracy. Then you may proceed to part 3.

KEY TO SELF-EVALUATIVE QUIZ No. 3

| | /e/ | /i/ |
|---|---|---|
| 1. | 2 | |
| 2. | 1 | 1 |
| 3. | | 2 |
| 4. | 1 | 2 |
| 5. | | 3 |
| 6. | 1 | 1 |
| 7. | 3 | |
| 8. | 1 | 4 |
| 9. | | 2 |
| 10. | 2 | 2 |

You must make a perfect score of 100% on this quiz before going on to the next step. So, even if you had only one error, go back to steps 3, 6, 7, and take this quiz over again until you pass it with the required accuracy.

KEY TO SELF-EVALUATIVE QUIZ No. 4

| | Columns 1 | 2 | 3 |
|---|---|---|---|
| 1. | | | |
| 2. | X | | |
| 3. | | | |
| 4. | X | | |
| 5. | | | X |
| 6. | | | |
| 7. | | X | |
| 8. | | | |
| 9. | X | | |
| 10. | | | X |

Remember that you must perform with 100% accuracy on this quiz before you may proceed.

KEY TO SELF-EVALUATIVE QUIZ No. 5.

| | /e/ | /ɛ/ |
|---|---|---|
| 1. | X | |
| 2. | X | X |
| 3. | X | |
| 4. | | X |
| 5. | X | X |
| 6. | X | X |
| 7. | X | |
| 8. | | |
| 9. | | X |
| 10. | | X |

If you made one error or more, repeat step 11, then take the quiz again. However, if you made more than two errors, you should repeat steps 8, 9, 10 and 11 before attempting the quiz a second time. When you get a perfect score, consider this unit completed.

**End of Unit 1**

## UNIT 2

### OBJECTIVES

1. Upon completion of this unit, the student will be able to:

a. accurately imitate the models production of the French vowels /i/, /e/, and /ɛ/ as spoken in words of four or less syllables, short phrases, or sentences.

b. pronounce correctly the names of the following letters of the French alphabet: B, C, D, F, G, I, J, L, M, N, P, R, S, T, V, X, Y, and Z.

2. The student may replay portions of the tape or the whole tape as often as necessary, but should try to complete this unit in fifty minutes.

3. Pronunciation will be evaluated by a native instructor.

## PRODUCTION OF /i/, /e/, /ɛ/

If you have completed Unit 1 successfully, you should have no difficulty producing the three sounds /i/, /e/ and /ɛ/. At any rate, if you happen to mispronounce one of the vowel sounds occasionally, you should know it immediately and be able to correct yourself on the spot.

### Step 1: /i/

Let's begin with the easiest sound, /i/. Remember that this sound should always be long enough so it does not resemble the sound /I/ in the English word "live." But keep in mind that the French /i/ stands somewhere between the sound /I/ in the English word "live" and the sound /i:/ in the English word "leave." Here we go!

1) Listen and repeat.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1. | ( ) | _____ | ( ) | _____ | ( ) | _____ |
| 2. | ( ) | _____ | ( ) | _____ | ( ) | _____ |
| 3. | ( ) | _____ | ( ) | _____ | ( ) | _____ |
| 4. | ( ) | _____ | ( ) | _____ | ( ) | _____ |
| 5. | ( ) | _____ | ( ) | _____ | ( ) | _____ |
| 6. | ( ) | _____ | ( ) | _____ | ( ) | _____ |
| 7. | ( ) | _____ | ( ) | _____ | ( ) | _____ |
| 8. | ( ) | _____ | ( ) | _____ | ( ) | _____ |
| 9. | ( ) | _____ | ( ) | _____ | ( ) | _____ |

10. ( ) _____ ( ) _____ ( ) _____

2) Listen to the two words, then repeat:

1. ( ) ( ) _____ _____
2. ( ) ( ) _____ _____
3. ( ) ( ) _____ _____
4. ( ) ( ) _____ _____
5. ( ) ( ) _____ _____
6. ( ) ( ) _____ _____
7. ( ) ( ) _____ _____
8. ( ) ( ) _____ _____

3) Listen to the three words, then repeat:

1. ( ) ( ) ( ) _____ _____ _____
2. ( ) ( ) ( ) _____ _____ _____
3. ( ) ( ) ( ) _____ _____ _____
4. ( ) ( ) ( ) _____ _____ _____
5. ( ) ( ) ( ) _____ _____ _____
6. ( ) ( ) ( ) _____ _____ _____

4) Repeat the following boys' and girls' names in their French version:

1. ( ) _____ ( ) _____
2. ( ) _____ ( ) _____
3. ( ) _____ ( ) _____

4. ( ) _____ ( ) _____
5. ( ) _____ ( ) _____
6. ( ) _____ ( ) _____
7. ( ) _____ ( ) _____
8. ( ) _____ ( ) _____
9. ( ) _____ ( ) _____
10. ( ) _____ ( ) _____

Step 2

Now practice the pronunciation of the following phrases until you can say them smoothly and without hesitation. Each phrase will be spoken twice. The meaning of these phrases is given in your workbook.

1. (Line visits (the city of) Nice.) ( ) _____
2. (Mimi has dinner here.) ( ) _____
3. (Here lies Lydia Philips.) ( ) _____
4. (To Line, the wistaria, to Lise the laburnium)
( ) _____

Step 3: /e/, /ɛ/

Keep in mind that the sound /e/ is produced with tense muscles, in order to avoid any trace of "gliding." To make it easier for you, you will first hear both /e/ and /ɛ/ in contrastive pairs, and then you will pronounce them in the same way.

1) Listen to both words, then repeat:

1. (  ) (  ) ____ ____
2. (  ) (  ) ____ ____
3. (  ) (  ) ____ ____
4. (  ) (  ) ____ ____
5. (  ) (  ) ____ ____
6. (  ) (  ) ____ ____
7. (  ) (  ) ____ ____
8. (  ) (  ) ____ ____
9. (  ) (  ) ____ ____

2) Listen to the four words, then repeat:

1. (  ) (  ) (  ) (  ) ____ ____ ____ ____
2. (  ) (  ) (  ) (  ) ____ ____ ____ ____
3. (  ) (  ) (  ) (  ) ____ ____ ____ ____
4. (  ) (  ) (  ) (  ) ____ ____ ____ ____
5. (  ) (  ) (  ) (  ) ____ ____ ____ ____
6. (  ) (  ) (  ) (  ) ____ ____ ____ ____
7. (  ) (  ) (  ) (  ) ____ ____ ____ ____
8. (  ) (  ) (  ) (  ) ____ ____ ____ ____
9. (  ) (  ) (  ) (  ) ____ ____ ____ ____

3) Repeat each word:

1. ( ) _____ ( ) _____
2. ( ) _____ ( ) _____
3. ( ) _____ ( ) _____
4. ( ) _____ ( ) _____
5. ( ) _____ ( ) _____
6. ( ) _____ ( ) _____
7. ( ) _____ ( ) _____
8. ( ) _____ ( ) _____
9. ( ) _____ ( ) _____
10. ( ) _____ ( ) _____

Step 4: /i/, /e/, /ɛ/

1) Repeat each word after the model, keeping in mind that each vowel sound retains its pure quality and that all three sounds are equal in duration:

1. ( ) _____ ( ) _____ ( ) _____
2. ( ) _____ ( ) _____ ( ) _____
3. ( ) _____ ( ) _____ ( ) _____
4. ( ) _____ ( ) _____ ( ) _____
5. ( ) _____ ( ) _____ ( ) _____

2) Repeat these familiar names in their French version:

1. ( ) _____
2. ( ) _____
3. ( ) _____

4. ( ) _____
5. ( ) _____
6. ( ) _____
7. ( ) _____
8. ( ) _____
9. ( ) _____
10. ( ) _____

Step 5

Practice the following sentences which will teach you how to put French words together. Try to imitate as accurately as possible not only the pronunciation of each word, but also the rhythm and the intonation of the whole phrase. In doing this, you can help yourself by beating the time as you say each syllable. The number of syllables will be given before each sentence, which will be repeated twice. Don't be satisfied until you can say these sentences smoothly and with ease. The meaning of these sentences is given below.

| Number of Syllables | Stimulus | Response | |
|---|---|---|---|
| 4 | ( ) | _____ | (I have a T.V.) |
| 5 | ( ) | _____ | (She detests Emile.) |
| 5 | ( ) | _____ | (This is "Helen of Troy") |
| 6 | ( ) | _____ | (Say, Edith, come in summer.) |

| Number of Syllables | Stimulus | Response | |
|---|---|---|---|
| 7 | ( ) | _____ | (Emily expresses her ideas.) |
| 8 | ( ) | _____ | (These seven pupils were ugly.) |
| 10 | ( ) | _____ | (Michael and Cecile finish at noon.) |

Step 6

In this step you will be taught the names of some of the letters of the French alphabet. When said separately, each letter contains one of the vowel sounds you have practiced in this unit.

Now look at the following letters as you listen to their names. Repeat the name of each letter after me. We will start with the first row--letters that have the sound /e/ in their names:

B ___ C ___ D ___ G ___ P ___ T ___ V ___

Now letters that use the vowel /ɛ/:

F ___ L ___ M ___ N ___ R ___ S ___ Z ___

And, finally, the last row--letters which have the sound /i/ in their names:

I ___ J ___ X ___ Y ___.

QUIZ (Recorded)

Prepare yourself to record the following quiz which consists of two parts.

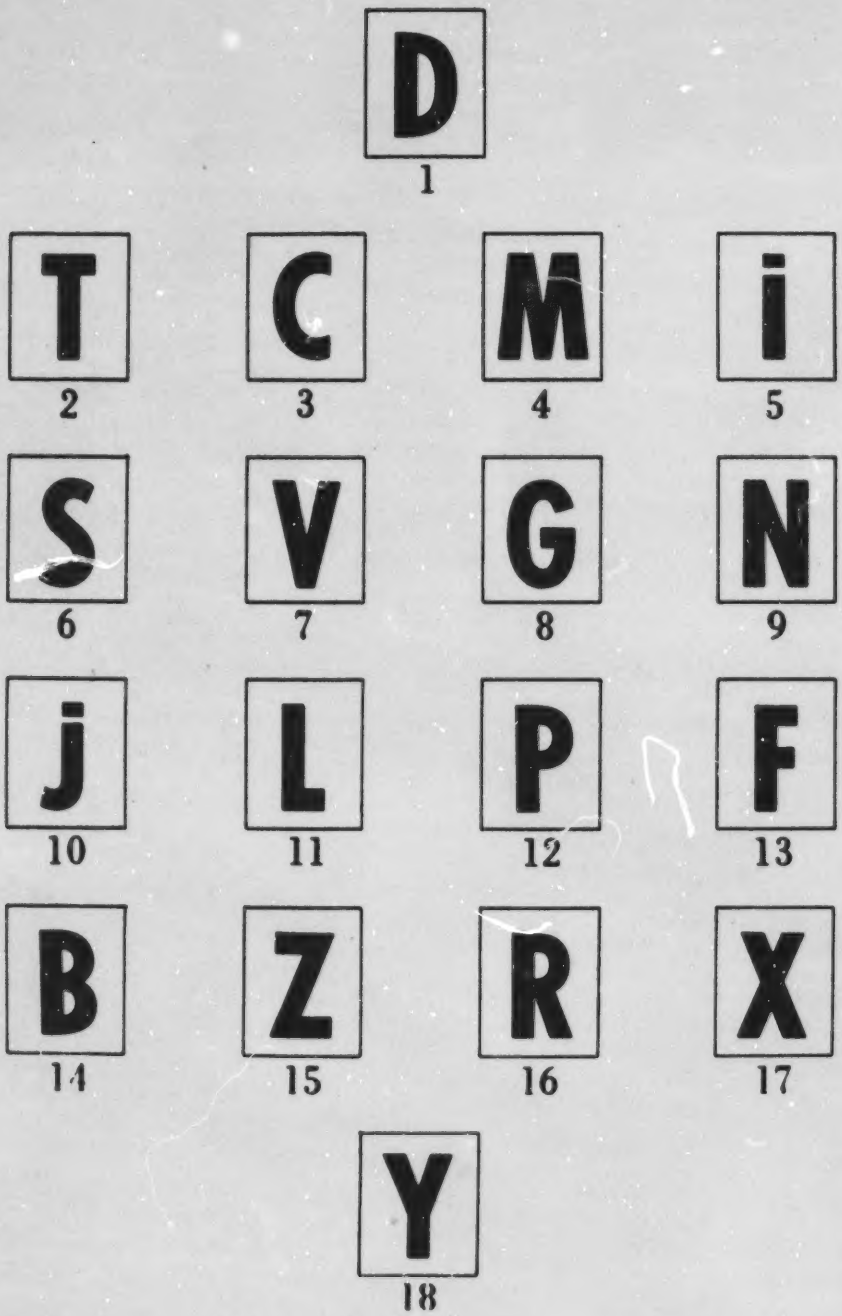
Part 1 INSTRUCTIONS

Repeat the following five sentences which you practiced in steps 2 and 4 of this unit. If you are satisfied with your production, record those sentences during the pause and ask your instructor to evaluate them.

1. Line visite Nice. _____
2. Mimi dîne ici. _____
3. J'ai la télé. _____
4. Dites, Edith, venez l'été. _____
5. Ces sept élèves-ci étaient laids. _____

Part 2 INSTRUCTIONS

Look at each of the following letters and, after you hear the speaker's voice announce the number corresponding to each one, pronounce the name of the letter, recording it on the tape. Do not stop the tape during the quiz. When you are finished, you may listen to your recording, but you are not allowed to make any corrections until your instructor has listened to it and evaluated it. This means that you should be thoroughly prepared before you attempt this quiz.




End of Unit 2

## UNIT 3

### OBJECTIVES

1. Upon completion of this unit, the student will be able to:

a. discriminate between the /ɛ/ and /a/ and between the /a/ and /ɑ/ sounds in one-, two-, or three-syllable words. He will accomplish this task by listening to minimal pairs and identical pairs and marking an answer sheet.

b. identify the above vowel sounds in one-, two-, and three-syllable words or short phrases. He will demonstrate his ability by listening to words and short phrases and marking the target vowel on an answer sheet.

2. The student may replay the tape or portions of it but should try to complete the whole unit within 50 minutes.

3. The student will demonstrate his achievement of the objectives by performing with an accuracy of 100% on four self-evaluative quizzes in this unit.

## Part 1

## The Sounds /æ/ and /a/

Step 1

If you are an English speaker who happens to come from New England and pronounce the words in the second column below like /ask/, /path/, etc., then you should have little difficulty producing the French sound /a/. Read aloud, or even better, record the following pairs of words and listen to your own pronunciation of the vowel sound:

| | |
|---|---|
| cat | ask |
| matter | after |
| pat | path |
| staff | laugh |
| ant | aunt |

What did you discover? Was your pronunciation of the vowel sounds in the words of each column distinctly differentiated, or was the vowel sound more or less identical in all the words? In the first case, your task is half done (since you pronounced the words in the second column with the same /a/ sound that you will find in many French words) and you will probably find this exercise very easy. However, if you made no distinction between the vowels in the two sets of words, you will have to listen more acutely in order to discriminate between the two sounds, the English and the French /a/, as they occur in the next exercise.

Step 2

You will now hear pairs of words of which the first is English and the second, French. To begin this exercise we have chosen words which have the same meaning in both languages, but which may differ slightly in pronunciation. In this exercise, the English words are pronounced by a man who comes from a part of the United States where all the words are pronounced with the /æ/ sound. Concentrate on the difference between the two vowel sounds: English /æ/ and French /a/. Here we go:

| | English | French |
|---|---|---|
| 1. | ( ) | ( ) |
| 2. | ( ) | ( ) |
| 3. | ( ) | ( ) |
| 4. | ( ) | ( ) |
| 5. | ( ) | ( ) |
| 6. | ( ) | ( ) |
| 7. | ( ) | ( ) |
| 8. | ( ) | ( ) |
| 9. | ( ) | ( ) |

The words in the pairs which follow have completely different meanings. Yet they sound alike, except for the vowel sound which we are studying. So, concentrate on this difference exclusively:

| | English | French |
|---|---|---|
| 1. | ( ) | ( ) |
| 2. | ( ) | ( ) |
| 3. | ( ) | ( ) |
| 4. | ( ) | ( ) |
| 5. | ( ) | ( ) |
| 6. | ( ) | ( ) |
| 7. | ( ) | ( ) |
| 8. | ( ) | ( ) |
| 9. | ( ) | ( ) |
| 10. | ( ) | ( ) |
| 11. | ( ) | ( ) |
| 12. | ( ) | ( ) |
| 13. | ( ) | ( ) |

Step 3

This time you will hear pairs of French words. Some use the sound /ɛ/; others use /a/. If both words sound the same, say "same" aloud. If they sound different, say "different." The speaker will then give you the correct answer.

1. (  ) (  )
2. (  ) (  )
3. (  ) (  )
4. (  ) (  )
5. (  ) (  )
6. (  ) (  )
7. (  ) (  )
8. (  ) (  )
9. (  ) (  )
10. (  ) (  )
11. (  ) (  )
12. (  ) (  )

Step 4

Now turn to the workbook and find the answer sheet for step 4. Listen to the same pairs of words and decide which word contains the sound /a/. Write down 1 or 2 to indicate your choice, then wait for the speaker to confirm your choice.

ANSWER SHEET

(Step 4)

1.

2.

3.

4.

5.

6.

7.

8.

If you were wrong once or more, go through this exercise until you make no errors. Then proceed to the next step.

Step 5

Now listen to the following short phrases. Decide which phrase of each pair contains the sound /a/ and make a mark in the appropriate column on the answer sheet. Then wait for the correct answer from the speaker's voice.

**ANSWER SHEET**

**(Step 5)**

| | Columns 1 | 2 |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |

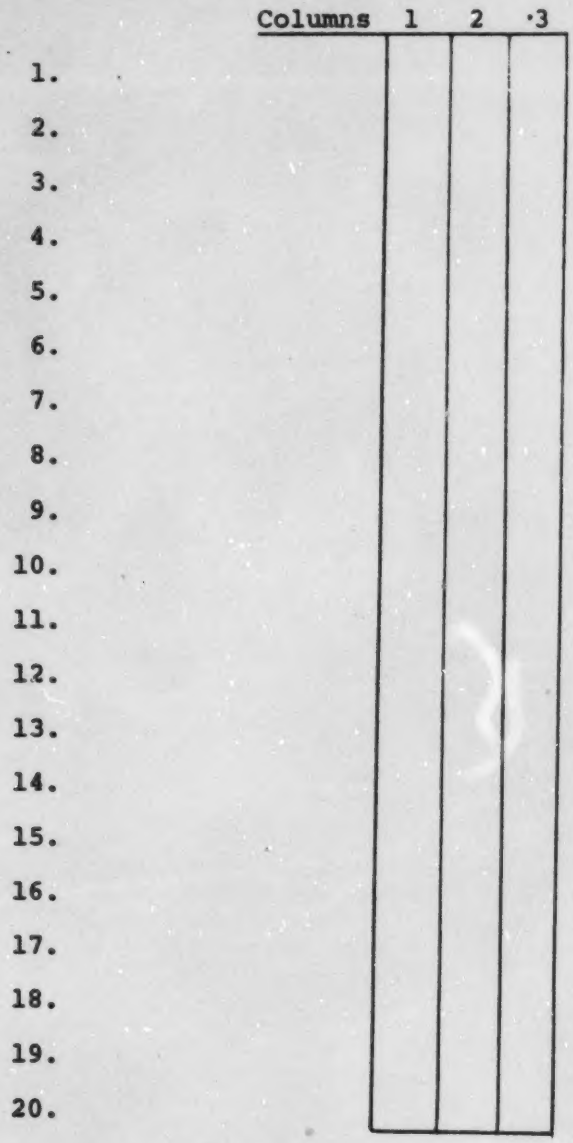
If you were wrong once or more, go through this exercise again until you make no errors. Then proceed to the following quiz.

## SELF-EVALUATIVE QUIZ No. 1

In this quiz you will hear series of three utterances, two utterances of which are identical and one of which is different. Mark the appropriate column to indicate the utterance which was different. The sound /a/ will be heard in each series one or more times. It may also be heard more than once in the same utterance.

ANSWER SHEET Unit 3

(SELF-EVALUATIVE QUIZ No. 1)




Check your answers with the key at the end of this unit.

Step 6

In the following utterances, /a/ will be heard in one or more syllables, or not at all. Decide how many times you hear it within each utterance and write down the appropriate number: 1, 2, 3, or 0. Then wait for the speaker to give you the correct answer.

ANSWER SHEET

(Step 6)

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.

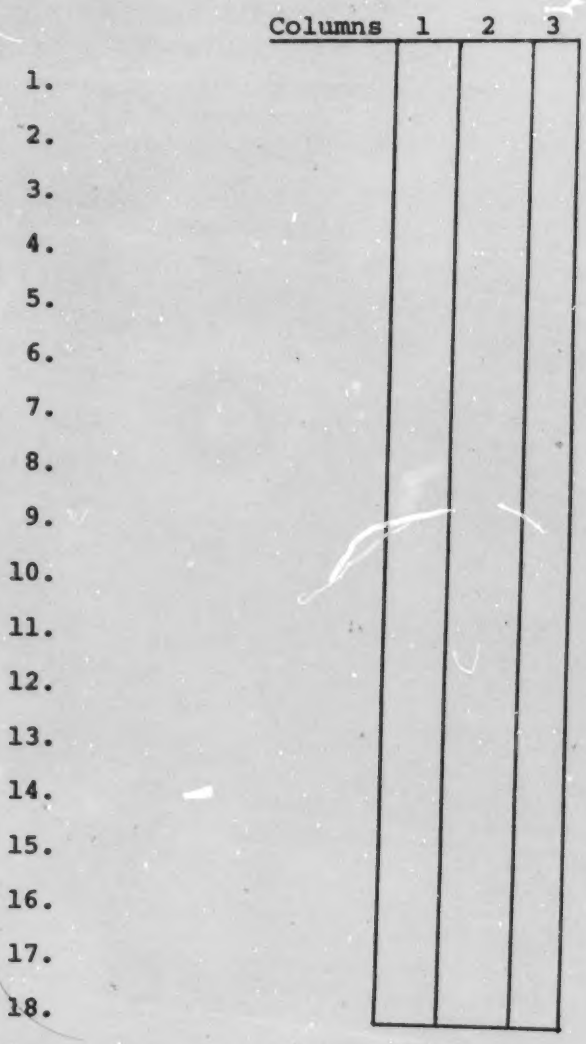
If you had one error or more, repeat the exercise. Only when you have no errors, should you take the following quiz.

## SELF-EVALUATIVE QUIZ No. 2

Listen to the same utterances, but this time decide in which syllables you hear the vowel /a/. Make a mark in the appropriate column each time you hear it. Make no mark if the utterance does not contain /a/.

ANSWER SHEET Unit 3

(SELF-EVALUATIVE QUIZ No. 2)




Check your answers with the key at the end of this unit.

## Part 3

### The Sounds /a/ and /ɑ/

The sound /a/ contrasts with /ɑ/. This sound will be easy for you to imitate because it is similar to the English sound in the word "father."

Step 7

Listen to this new sound in the following words:

1. (  )
2. (  )
3. (  )
4. (  )
5. (  )
6. (  )
7. (  )
8. (  )
9. (  )
10. (  )
11. (  )
12. (  )
13. (  )

Step 8

Listen now to the two sounds /a/ and /ɑ/ in contrastive pairs:

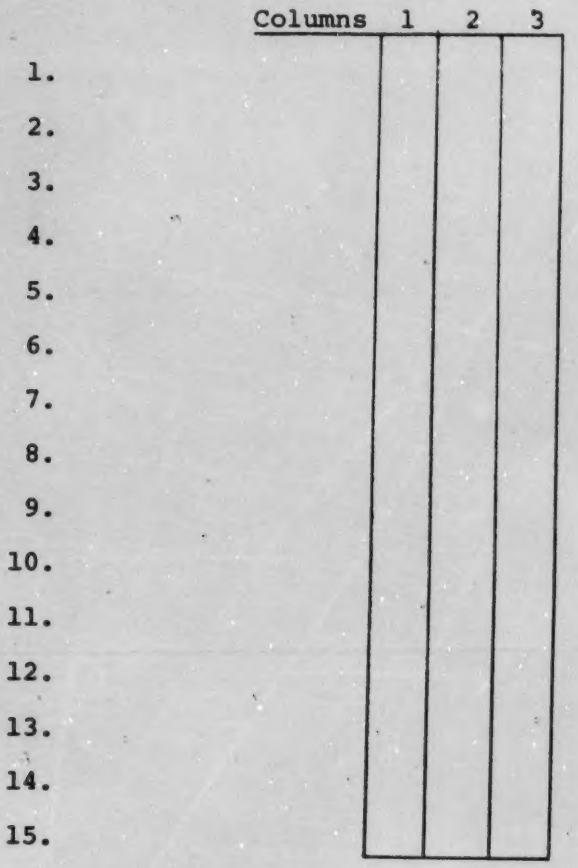
1. (  ) (  )
2. (  ) (  )
3. (  ) (  )
4. (  ) (  )
5. (  ) (  )
6. (  ) (  )
7. (  ) (  )
8. (  ) (  )
9. (  ) (  )
10. (  ) (  )
11. (  ) (  )
12. (  ) (  )

## SELF-EVALUATIVE QUIZ No. 3

In this quiz you will hear sets of three utterances containing the vowels /a/ and /ɑ/. If all three are identical, make no mark in the columns. If one utterance of the set is different, mark the appropriate column to indicate which one was different.

ANSWER SHEET

(SELF-EVALUATIVE QUIZ No. 3)




Compare your answers with the key for this quiz at the end of this unit. If you made a perfect score, go on to Unit 4. If not, continue this unit.

Step 9

Now turn to the answer sheet for step 9 and listen to the following pairs of utterances. This time, see if you can tell whether the first or the second utterance in each pair contains the new sound /ɑ/. Write down 1 or 2 on your answer sheet, then listen for the correct answer from the speaker's voice.

(Step 9)

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

If you made one error or more, repeat the exercise until you make no errors. Then proceed.

Step 10

Listen to the following sentences and decide how many times you hear the sound /ɑ/. Each sentence will be spoken twice. Write down the number, then wait for a confirmation from the speaker.

(Step 10)

1.

2.

3.

4.

5.

6.

If you made one error or more, repeat the exercise until you make no errors. Then you can take the following quiz.

## SELF-EVALUATIVE QUIZ No. 4

Listen to the following utterances and indicate by an X mark which contain the sound /ɑ/. You may hear it one or more times within the same utterance. Ready?

ANSWER SHEET Unit 3

(SELF-EVALUATIVE QUIZ No. 4)

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

Compare your answers with the key at the end of this unit.

KEY TO SELF-EVALUATIVE QUIZ No. 1

| | Columns 1 | 2 | 3 |
|---|---|---|---|
| 1. | | | X |
| 2. | | X | |
| 3. | | | X |
| 4. | X | | |
| 5. | X | | |
| 6. | | X | |
| 7. | X | | |
| 8. | | | X |
| 9. | | | X |
| 10. | | X | |
| 11. | | X | |
| 12. | X | | |
| 13. | | | X |
| 14. | | X | |
| 15. | | X | |
| 16. | X | | |
| 17. | | | X |
| 18. | | X | |
| 19. | | | X |
| 20. | X | | |

If you made one error or more, repeat steps 2 through 5, then take the quiz over, using a new sheet of paper. You must pass with an accuracy of 100% before you can proceed.

KEY TO SELF-EVALUATIVE QUIZ No. 2

| Columns | 1 | 2 | 3 |
|---|---|---|---|
| 1. | X | | X |
| 2. | | X | X |
| 3. | X | X | |
| 4. | | X | |
| 5. | X | X | X |
| 6. | | X | |
| 7. | | | |
| 8. | | X | |
| 9. | | X | X |
| 10. | | | X |
| 11. | X | X | X |
| 12. | | | |
| 13. | | X | |
| 14. | X | X | |
| 15. | X | | X |
| 16. | X | | |
| 17. | | X | X |
| 18. | | | X |

If you made one error or more, take the quiz over until you obtain a perfect score. Use a new sheet of paper for each trial.

KEY TO SELF-EVALUATIVE QUIZ No. 3

| Columns | 1 | 2 | 3 |
|---|---|---|---|
| 1. | | | X |
| 2. | | | |
| 3. | | X | |
| 4. | X | | |
| 5. | | | X |
| 6. | | | |
| 7. | X | | |
| 8. | | | |
| 9. | | | |
| 10. | | | X |
| 11. | | | X |
| 12. | X | | |
| 13. | | | X |
| 14. | | | |
| 15. | | X | |
| 16. | | | X |
| 17. | | X | |
| 18. | | | |
| 19. | X | | |
| 20. | | | X |

If you made one error or more, review steps 7 through 10, then take the quiz over. You must obtain a perfect score of 100% before you can proceed to the next step.

KEY TO SELF-EVALUATIVE QUIZ No. 4

| | |
|---|---|
| 1. | X |
| 2. | |
| 3. | X |
| 4. | X |
| 5. | X |
| 6. | |
| 7. | |
| 8. | X |
| 9. | X |
| 10. | |
| 11. | X |
| 12. | |

If you made no errors, you have successfully completed this unit. If you made one error or more, repeat steps 9 and 10, then take this quiz over until you obtain the required score.

End of Unit 3

UNIT 4

OBJECTIVES

1. Upon completion of this unit, the student will be able to:

a. imitate the model correctly by pronouncing one-, two-, three-, and four-syllable words and short sentences (not longer than 10 syllables) containing /a/ and /ɑ/ sounds.

b. pronounce correctly ten geographical names.

c. pronounce correctly four sentences, as required in the quiz, part 3. While pronouncing these sentences, the student will be able to demonstrate the correct rhythm and intonation of French.

2. The student may replay the entire tape or any portion of it, but he should be able to complete the whole unit within fifty minutes.

3. The student will demonstrate his achievement in a self-evaluative quiz by pronouncing correctly eight out of ten geographical names, nine out of twelve words and three out of four sentences learned in this unit. His pronunciation and intonation will be evaluated by the native instructor.

## PRODUCTION OF THE SOUNDS /a/ and /ɑ/.

You should encounter no difficulty in imitating the two sounds /a/ and /ɑ/. Only remember to open your mouth wide enough so as to avoid the blurred sound (schwa) which often occurs when the English counterpart of the French /a/ is pronounced in an unstressed syllable. Keep in mind that all vowel sounds in French retain their distinctive quality, and that each syllable is clearly articulated, whether stressed or unstressed.

Step 1

Listen and repeat:

1. ( ) _____ ( ) _____ ( ) _____
2. ( ) _____ ( ) _____ ( ) _____
3. ( ) _____ ( ) _____ ( ) _____
4. ( ) _____ ( ) _____ ( ) _____
5. ( ) _____ ( ) _____ ( ) _____
6. ( ) _____ ( ) _____ ( ) _____
7. ( ) _____ ( ) _____ ( ) _____
8. ( ) _____ ( ) _____ ( ) _____
9. ( ) _____ ( ) _____ ( ) _____
10. ( ) _____ ( ) _____ ( ) _____
11. ( ) _____ ( ) _____ ( ) _____

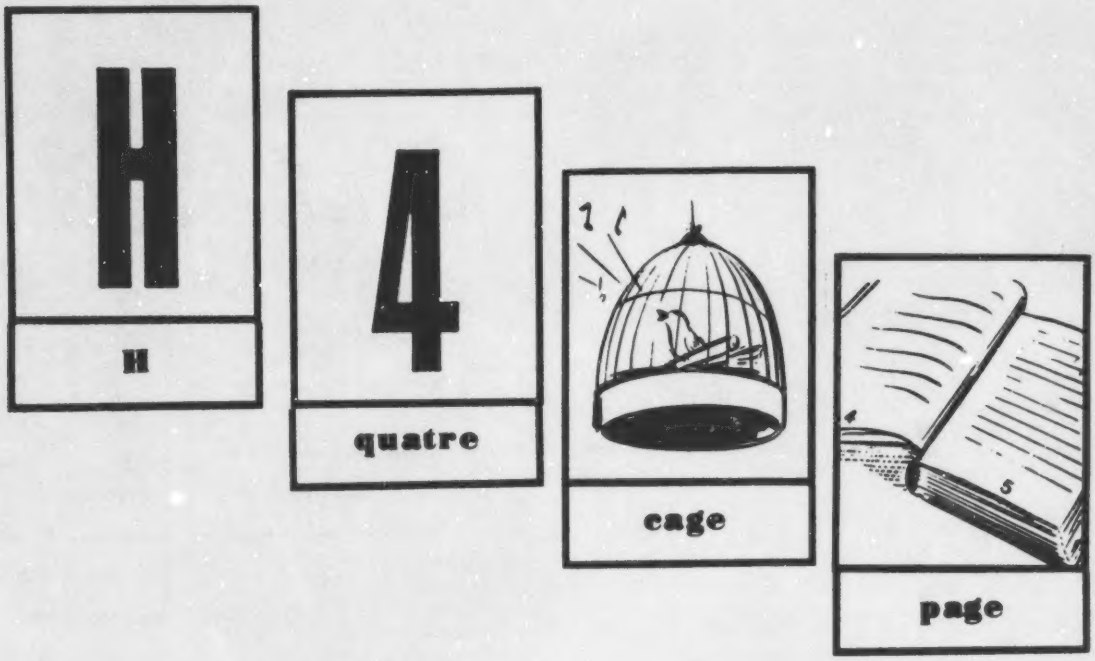
Step 2

Now imitate the following geographical names. To make sure that you pronounce these names correctly, set your tape recorder on "record" and imitate the model during the pause provided. Then rewind the tape and compare yourself with the model. Do this now.

1. ( ) _____
2. ( ) _____
3. ( ) _____
4. ( ) _____
5. ( ) _____
6. ( ) _____
7. ( ) _____
8. ( ) _____
9. ( ) _____
10. ( ) _____

Step 3

Look at the following pictures. The words they represent are spelled alike, or almost alike, in English and French, but are pronounced differently. Be sure to imitate the tape as closely as possible to avoid pronouncing these words the way you are used to in English. Each word will be heard twice. To make sure that you pronounce these words correctly, set your tape recorder on "record" and imitate the model during the pause provided after each utterance. Then rewind the tape and compare your pronunciation with the model's. Repeat the exercise if you are not satisfied. Ready?



date

face

table

sac

plaque

atlas

façade

cascade

Step 4

First listen and repeat the following words which all contain the sound /ɑ/. When pronouncing this sound, open your mouth as wide as possible as when you say "father."

| | | | | | |
|---|---|---|---|---|---|
| 1. | ( ) | _____ | 7. | ( ) | _____ |
| 2. | ( ) | _____ | 8. | ( ) | _____ |
| 3. | ( ) | _____ | 9. | ( ) | _____ |
| 4. | ( ) | _____ | 10. | ( ) | _____ |
| 5. | ( ) | _____ | 11. | ( ) | _____ |
| 6. | ( ) | _____ | 12. | ( ) | _____ |

Step 5

Now repeat both words after the model. Note the contrast of sounds:

| | | | |
|---|---|---|---|
| 1. | ( ) ( ) | _____ | _____ |
| 2. | ( ) ( ) | _____ | _____ |
| 3. | ( ) ( ) | _____ | _____ |
| 4. | ( ) ( ) | _____ | _____ |
| 5. | ( ) ( ) | _____ | _____ |
| 6. | ( ) ( ) | _____ | _____ |
| 7. | ( ) ( ) | _____ | _____ |
| 8. | ( ) ( ) | _____ | _____ |
| 9. | ( ) ( ) | _____ | _____ |

Step 6

This time you should repeat the three words after the model. Note the contrast between these words:

| | | |
|---|---|---|
| 1. ( ) ( ) ( ) | ____ | ____ ____ |
| 2. ( ) ( ) ( ) | ____ | ____ ____ |
| 3. ( ) ( ) ( ) | ____ | ____ ____ |
| 4. ( ) ( ) ( ) | ____ | ____ ____ |
| 5. ( ) ( ) ( ) | ____ | ____ ____ |
| 6. ( ) ( ) ( ) | ____ | ____ ____ |
| 7. ( ) ( ) ( ) | ____ | ____ ____ |
| 8. ( ) ( ) ( ) | ____ | ____ ____ |

Step 7

Look at the following pictures while listening to the words they represent. Each word will be spoken twice; repeat it after the speaker. Some of these words are similar to their English counterparts. Others are entirely different. Imitate the tape as accurately as possible. To make sure that you pronounce these words correctly, set your tape recorder on "record." At the end, rewind the tape and compare your pronunciation with the model's. Repeat the exercise if you are not satisfied. Ready?

Step 8

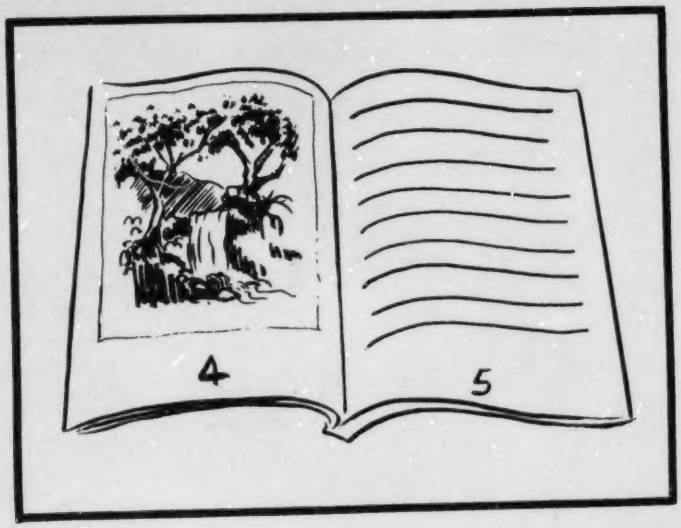
Practice the following sentences while looking at the pictures which illustrate them. Practice these sentences until you are able to imitate as accurately as possible the pronunciation, the rhythm, and the intonation of the voice on the tape. Beat the time as you repeat each sentence. The meaning of these sentences is given.

1. (Barbara is going to the beach)

2. (Pass the cup over, Mark!)

3. (The donkey has Jane's shawl.)

4. (On page 4, there is the cascade.)



SELF-EVALUATIVE QUIZ No. 1

Prepare yourself to record the following quiz consisting of three parts. All three parts should be recorded and your pronunciation will be evaluated by your instructor.

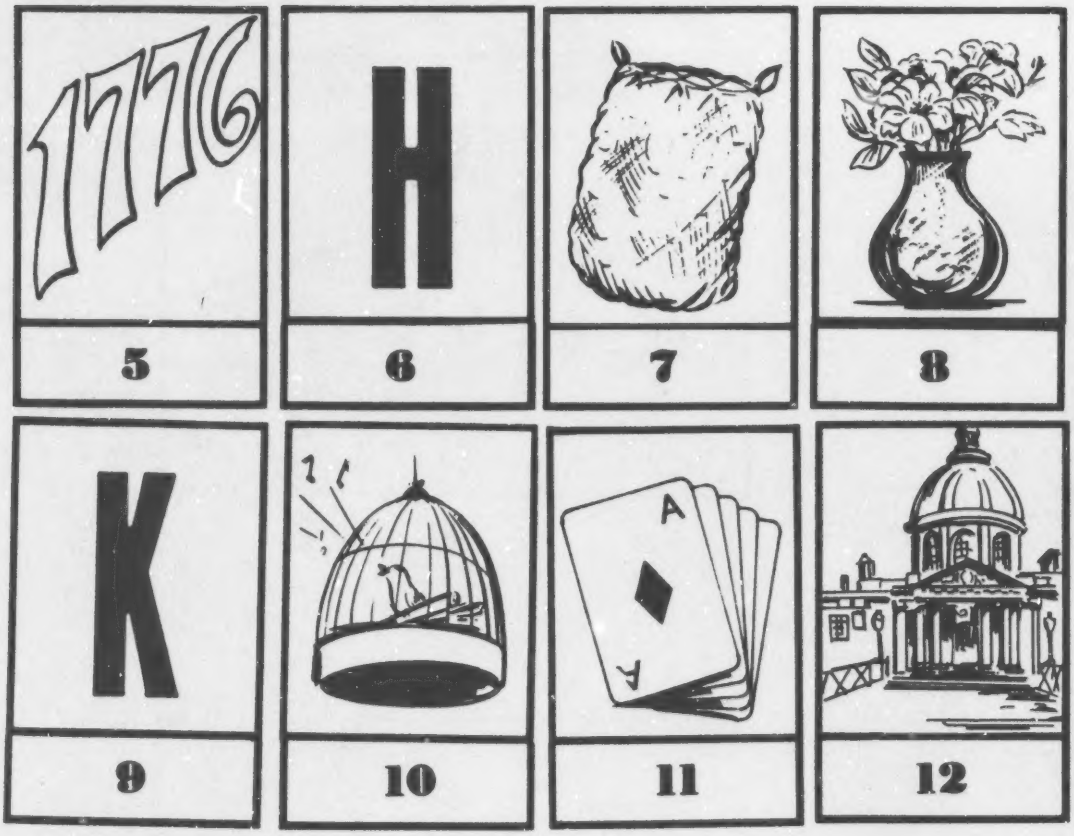
Part 1 INSTRUCTIONS

Turn to the answer sheet at the end of this unit. You will hear the geographical names which you practiced in step 1, part 2 of this unit. Each name will be spoken once only. During the pause that follows, you will repeat that name, and at the same time count the syllables it contains. Write the number of syllables down on your answer sheet. Do not stop the tape during the recording. Before you proceed to Part 2, rewind your tape and listen to your responses. Compare yourself with the models on the tape. Then check the number of syllables you assigned to each geographical name with the key at the end of this unit.

If you have your answer sheet in front of you, and a pen or pencil in your hand, then set your tape recorder on "record" and begin:

Part 2 INSTRUCTIONS

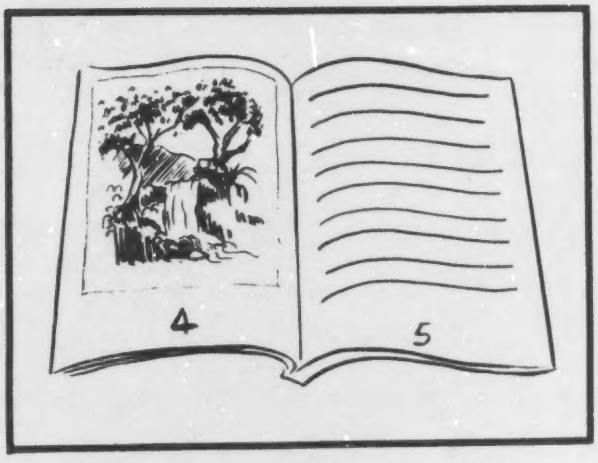
Look at the pictures below and when you hear the voice announce the number corresponding to each picture, pronounce the word that the picture represents and then listen to the correct answer. If you are incorrect, cross out the number of the picture. This will tell you how many mistakes you made. Do not stop the tape during the recording. If you are ready, begin:




Part 3 INSTRUCTIONS

Look at the following pictures which illustrate the four sentences that you practiced in step 7 of this unit. If you practiced them sufficiently, you should be able to repeat them in the order suggested by the pictures. After you hear the voice announce the number of the picture, say the sentence during the pause provided, then listen to the correct answer. If you are wrong, cross out the number of the picture. This will tell you how many errors you made. Then compare your score with your instructor's evaluation.

1




2

**3**

**4**

SELF-EVALUATIVE QUIZ No. 1

Part 1

Answer Sheet

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Check your answers using the key at the end of this unit. If you missed more than one item, repeat the quiz before proceeding.

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# SELF-EVALUATIVE QUIZ No. 1

## Part 1

## Key

1. 2
2. 3
3. 3
4. 1
5. 3
6. 4
7. 3
8. 4
9. 3
10. 3

End of Unit 4

UNIT 5

OBJECTIVES

1. Upon completion of this unit, the student will be able to perform the following activities:

a. Given one-, two-, three-syllable words, short phrases or sentences no longer than 10 syllables on tape, he will discriminate between and identify the French vowel sounds /y/ and /u/. He will indicate this by marking his responses on the answer sheet.

b. Given an appropriate stimulus on tape, the student will imitate the model correctly by pronouncing one-, two-, and three-syllable words and short sentences containing the French vowel sounds /y/ and /u/, with the proper intonation.

2. The student may replay the entire tape or any portion of it, but he should be able to complete the whole unit within 50 minutes.

3. The student will demonstrate his achievement by performing with an accuracy of 95% or higher on identification and discrimination quizzes. His pronunciation will be evaluated by a native instructor.

Step 1

Listen to the following pairs of words. In some pairs the two words are the same, in other pairs they are different. The speaker will pause after each pair to give you time to decide. During the pause you are expected to say "same" or "different" as appropriate. The speaker will then give a confirmation, so that you may know right away whether you discriminated the sounds correctly or not. Don't feel discouraged if you hear the confirmation does not correspond to your response. Ready?

1. (  ):(  )
2. (  ):(  )
3. (  ):(  )
4. (  ):(  )
5. (  ):(  )
6. (  ):(  )
7. (  ):(  )
8. (  ):(  )
9. (  ):(  )
10. (  ):(  )

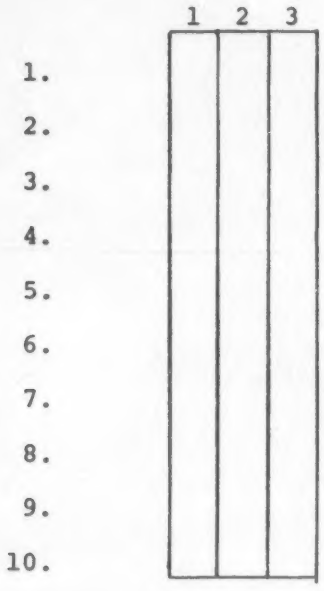
If you listened carefully, you probably noticed that the words in the "different" pairs differ only because of one sound. In this case the differing sounds are: /y/ and /u/.

Step 2

Now you will hear 10 sets of three words of which one word may be different. Listen to these words and mark the appropriate space in your workbook under 1, 2, or 3 on the answer sheet to indicate which word sounds different. If they all sound the same, do not mark anything. After a short pause the speaker will give you a confirmation.

Now listen and mark as appropriate.

ANSWER SHEET -- Step 2

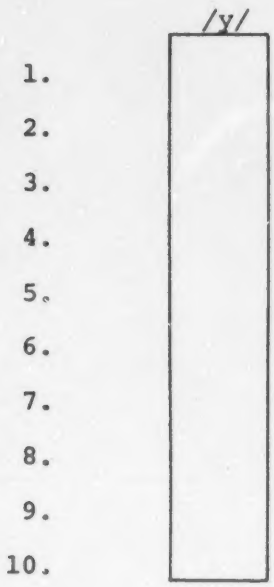



If you made one or more mistakes, go through this exercise again until you make no errors. Then proceed to step 3.

Step 3

Listen to the following 10 sentences which also contain the /y/ sound, as in du, and the /u/ sound, as in doux, and decide how many /y/ sounds you hear in each sentence which will be repeated to you twice. You may replay the tape of this exercise several times if necessary, but try to give the correct answer the first time you hear the sentence. Listen and write down the appropriate number of /y/ sounds on the answer sheet. Then listen to the correct answer from the speaker's voice.

ANSWER SHEET -- Step 3

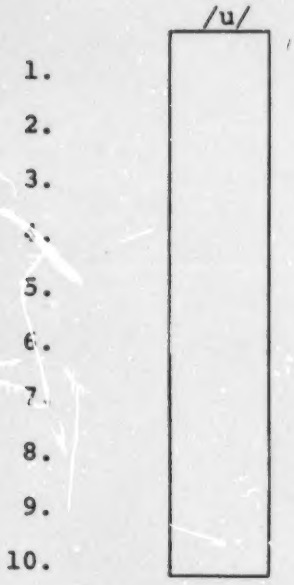



If you were wrong once or more, go through this exercise again until you make no errors. Then proceed to the next step.

Step 4

Now listen to the same sentences and decide how many /u/ sounds you hear in each sentence. You may replay the tape of this exercise several times if necessary, but try to give the correct answer the first time you hear the sentence. Listen and write down the appropriate number of /u/ sounds on the answer sheet. Then listen to the correct answer from the speaker's voice.

ANSWER SHEET -- Step 4




If you made one mistake or more, go through this exercise again until you make no mistakes. Then take the following quiz.

SELF-EVALUATIVE QUIZ No. 1

Listen to the following pairs of words and sentences and decide whether the pairs are the same or different. Mark your responses on the answer sheet and compare them with the key to this quiz.

ANSWER SHEET

SELF-EVALUATIVE QUIZ No. 1

| | Same | Different |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |
| 9. | | |
| 10. | | |
| 11. | | |
| 12. | | |
| 13. | | |
| 14. | | |
| 15. | | |

Now compare your responses with the key to this quiz at the end of this unit.

Instructions

At this time you are able to identify and distinguish the French /y/ and /u/ sounds. You are also able to identify and produce the French sound /i/. In order to produce the /y/ sound correctly, start with the sound /i/. as in (French) si or the English see. Then, keeping the tongue in the same position, round your lips progressively and say su. You should observe your lip rounding in a mirror as you go from one sound to another.

Step 1

Now try to imitate these sounds while looking in a mirror and watching your lip motions.

| | Tape | Student Responses | Confirmation |
|---|---|---|---|
| 1. | ( ):( ) | _____:_____ | ( ):( ) |
| 2. | ( ):( ) | _____:_____ | ( ):( ) |
| 3. | ( ):( ) | _____:_____ | ( ):( ) |
| 4. | ( ):( ) | _____:_____ | ( ):( ) |
| 5. | ( ):( ) | _____:_____ | ( ):( ) |
| 6. | ( ):( ) | _____:_____ | ( ):( ) |
| 7. | ( ):( ) | _____:_____ | ( ):( ) |
| 8. | ( ):( ) | _____:_____ | ( ):( ) |
| 9. | ( ):( ) | _____:_____ | ( ):( ) |
| 10. | ( ):( ) | _____:_____ | ( ):( ) |

Step 2

Now you are going to produce the sound /u/. But before you start producing it, listen to the following pairs of words, the first one pronounced in English and the second in French:

| | E. | F. |
|---|---|---|
| 1. | ( ) | ( ) |
| 2. | ( ) | ( ) |
| 3. | ( ) | ( ) |
| 4. | ( ) | ( ) |
| 5. | ( ) | ( ) |
| 6. | ( ) | ( ) |

If you listened carefully to these pairs of words you probably noticed that the /u/ sound in the French words is not identical to its counterpart in English; therefore, you should avoid substituting it for the French /u/. Now let's try to pronounce the French /u/. First listen to contrasting pairs in French:

| | /y/ | /u/ | | /y/ | /u/ |
|---|---|---|---|---|---|
| 1. | ( ) | ( ) | 6. | ( ) | ( ) |
| 2. | ( ) | ( ) | 7. | ( ) | ( ) |
| 3. | ( ) | ( ) | 8. | ( ) | ( ) |
| 4. | ( ) | ( ) | 9. | ( ) | ( ) |
| 5. | ( ) | ( ) | 10. | ( ) | ( ) |

Now try to imitate these sounds. Remember that when you pronounce the words containing the sound /u/, your lips should be protruded and rounded as for the sound /y/, but your tongue should be backed as far as possible. Ready?

| | Tape | Student Response | Confirmation |
|---|---|---|---|
| 1. | ( ):( ) | _____:_____ | ( ):( ) |
| 2. | ( ):( ) | _____:_____ | ( ):( ) |
| 3. | ( ):( ) | _____:_____ | ( ):( ) |
| 4. | ( ):( ) | _____:_____ | ( ):( ) |
| 5. | ( ):( ) | _____:_____ | ( ):( ) |
| 6. | ( ):( ) | _____:_____ | ( ):( ) |
| 7. | ( ):( ) | _____:_____ | ( ):( ) |
| 8. | ( ):( ) | _____:_____ | ( ):( ) |
| 9. | ( ):( ) | _____:_____ | ( ):( ) |
| 10. | ( ):( ) | _____:_____ | ( ):( ) |

If you think you have imitated these sounds correctly, try to pronounce the following phrases:

| | Tape | Student Response | Confirmation |
|---|---|---|---|
| 1. | ( ) | _____ | ( ) |
| 2. | ( ) | _____ | ( ) |
| 3. | ( ) | _____ | ( ) |

| | Tape | Student Response | Confirmation |
|---|---|---|---|
| 4. | ( ) | _____ | ( ) |
| 5. | ( ) | _____ | ( ) |
| 6. | ( ) | _____ | ( ) |

Step 3

Listen to the following sentences and imitate the speaker several times until you can say them from memory. Then go to your instructor and recite these sentences for him. Ask him to translate these sentences into English. Compare the instructor's translation with the one below and ask him for his comments on your pronunciation and intonation of the French sentences.

1. Qui connaît Marie? (Who knows Mary?)
2. Ce livre a paru à Paris. (This book was published in Paris.)
3. Qui connaît ma rue? (Who knows my way (street)?)

KEY TO SELF-EVALUATIVE QUIZ No. 1

| | Same | Different |
|---|---|---|
| 1. | | X |
| 2. | X | |
| 3. | | X |
| 4. | | X |
| 5. | | X |
| 6. | X | |
| 7. | | X |
| 8. | | X |
| 9. | X | |
| 10. | X | |
| 11. | | X |
| 12. | | X |
| 13. | X | |
| 14. | | X |
| 15. | | X |

End of Unit 5

UNIT 6

OBJECTIVES

1. Upon completion of this unit, the student will be able to discriminate and identify the French vowels /ɛ̃/ and /ɔ̃/ when heard in minimal pairs of words containing four or less syllables.

2. The student may replay the entire tape or any portion of it, but should try to complete this unit in fifty minutes.

3. 100% accuracy is required on the self evaluative quizzes.

## Part 1

## The Sounds /ɛ/ and /ɛ̃/ (Discrimination)

Step 1

Say aloud the following words and note your pronunciation of the vowel sound:

van
pan
sank
plank
manse
sand

You should have noticed that you pronounced those words partly "through your nose," or, to be more explicit, that the vowel sound was followed by a nasal glide due to the presence of the nasal consonant "n."

Step 2

Listen now to similar words in French:

vin
pain
cinq
plainte
mince

scinde

You should have noticed a) a similarity: those French words were also partly produced "through the nose," and b) two differences:

1) The sound of the nasal vowel was shorter than its English counterpart, and

2) It was <u>not</u> followed by a nasal glide; in fact, the nasal consonant "n" was not heard at all.

A nasal vowel in French, like any other vowel, is pure and retains its quality regardless of its position in a word.

<u>Step 3</u>

Listen again to those English and French words, but in contrast this time, and concentrate on the differences pointed out in step 2:

| | E. | F. |
|---|---|---|
| 1. | ( ) | ( ) |
| 2. | ( ) | ( ) |
| 3. | ( ) | ( ) |
| 4. | ( ) | ( ) |
| 5. | ( ) | ( ) |
| 6. | ( ) | ( ) |

Step 4

Now listen to the following pairs of French words:

1. ( ) ( )
2. ( ) ( )
3. ( ) ( )
4. ( ) ( )
5. ( ) ( )
6. ( ) ( )

You should have noticed a slight difference in the quality of the vowel sound. You certainly recognized the sound /ɛ/ in the first word of each pair. If you listened carefully, you recognized that the second word of each pair also contained the vowel sound /ɛ/ which was partially produced through the nose, thus becoming a completely new sound: the nasal vowel /ɛ̃/.

Step 5

Listen now to contrastive pairs of utterances to make sure that you detect the difference in the quality of the two vowels. In addition in this exercise you will decide which utterance of the pair contains the new nasal sound /ɛ̃/. Say 1 or 2 aloud to indicate which word /ɛ̃/ appears in, then wait for the speaker to confirm your choice:

1. ( ) ( )
2. ( ) ( )
3. ( ) ( )
4. ( ) ( )
5. ( ) ( )
6. ( ) ( )
7. ( ) ( )
8. ( ) ( )
9. ( ) ( )
10. ( ) ( )

If you made any errors, repeat steps 4 and 5 before proceeding.

Step 6

In this exercise you will hear a series of three utterances, two utterances of which are identical and one of which is different. (Note that the sound /ɛ̃/ will be heard in each series.) Mark the appropriate column to indicate which utterance was different. Then wait for the speaker to confirm your choice. Turn to your answer sheet for step 6. Ready? Let's begin:

ANSWER SHEET

(Step 6)

| | | | |
|---|---|---|---|
| 1. | (  ) | (  ) | (  ) |
| 2. | (  ) | (  ) | (  ) |
| 3. | (  ) | (  ) | (  ) |
| 4. | (  ) | (  ) | (  ) |
| 5. | (  ) | (  ) | (  ) |
| 6. | (  ) | (  ) | (  ) |
| 7. | (  ) | (  ) | (  ) |
| 8. | (  ) | (  ) | (  ) |
| 9. | (  ) | (  ) | (  ) |
| 10. | (  ) | (  ) | (  ) |

Columns 1 2 3

If you made any errors, repeat the exercise before proceeding with the following quiz. Use a new sheet of paper to record your answers.

## SELF-EVALUATIVE QUIZ No. 1

In this quiz you will hear 10 utterances in which the sound /ɛ̃/ will be heard one or more times, or not at all. Decide which syllables contain /ɛ̃/ and make a mark in the column corresponding to the syllable each time you hear it. Make no mark if you do not hear it. If you are ready, let's begin:

ANSWER SHEET

SELF-EVALUATIVE QUIZ No. 1

1. (  )
2. (  )
3. (  )
4. (  )
5. (  )
6. (  )
7. (  )
8. (  )
9. (  )
10. (  )

Now check your answers with the key at the end of this unit.

## Part 2

## The Sounds /a,ɑ/ and /ɑ̃/

Step 7

Say the following English words aloud and note your pronunciation of the vowel sound:

don

con

fawn

taunt

font

Again you should have noticed that the vowel sound was followed by a nasal glide.

Step 8

Listen now to similar French words:

dans

quand

fend

tante

fente

You should have made a similar observation as in step 2 of this unit: the nasal vowel sounds are shorter and there

is no glide after each.

Step 9

In this step, the English and French nasal sounds are contrasted for you to hear the difference between both:

1. (  )  (  )
2. (  )  (  )
3. (  )  (  )
4. (  )  (  )
5. (  )  (  )

Step 10

In the following pairs of utterances in French, the vowel sounds /a/ and /ɑ/ are contrasted with /ɑ̃/. Decide whether you hear /ɑ̃/ in the first or in the second utterance of each pair. Say 1 or 2 aloud, then wait for the speaker to confirm your choice:

1. (  )  (  )
2. (  )  (  )
3. (  )  (  )
4. (  )  (  )
5. (  )  (  )
6. (  )  (  )
7. (  )  (  )
8. (  )  (  )

9. ( ) ( )

10. ( ) ( )

If you made any errors, rewind your tape and repeat the exercise. You must have 10 correct responses before proceeding.

Step 11

Now you will hear sets of three utterances, two utterances of which are identical and one of which is different. Each set will contain the sound /ɑ̃/. Mark the appropriate column to indicate the utterance which is different in each series, then wait for the speaker to confirm your choice. Turn to your answer sheet for step 11 and let's begin:

ANSWER SHEET

(Step 11)

Columns 1 2 3

1. ( ) ( ) ( )
2. ( ) ( ) ( )
3. ( ) ( ) ( )
4. ( ) ( ) ( )
5. ( ) ( ) ( )
6. ( ) ( ) ( )
7. ( ) ( ) ( )
8. ( ) ( ) ( )
9. ( ) ( ) ( )
10. ( ) ( ) ( )

If you made any errors, use a new sheet of paper to record your answers and repeat this exercise before proceeding with the following quiz.

## SELF-EVALUATIVE QUIZ No. 2

In this quiz you will hear 10 utterances in which the sound /ɑ̃/ will be heard one or more times, or not at all. Decide which syllables contain /ɑ̃/ and make a mark in the appropriate column to indicate when it occurs. Make no mark if you do not hear it. If you are ready, let's begin:

ANSWER SHEET

SELF-EVALUATIVE QUIZ No. 2

| | Columns 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 1. ( ) | | | | |
| 2. ( ) | | | | |
| 3. ( ) | | | | |
| 4. ( ) | | | | |
| 5. ( ) | | | | |
| 6. ( ) | | | | |
| 7. ( ) | | | | |
| 8. ( ) | | | | |
| 9. ( ) | | | | |
| 10. ( ) | | | | |

Now check your answers with the key at the end of this unit.

## Part 3

## The Sounds /ɛ̃/ and /ɑ̃/

Step 12

Listen to the following pairs of utterances contrasting the two nasal vowels /ɛ̃/ and /ɑ̃/:

| | /ɛ̃/ | /ɑ̃/ |
|---|---|---|
| 1. | ( ) | ( ) |
| 2. | ( ) | ( ) |
| 3. | ( ) | ( ) |
| 4. | ( ) | ( ) |
| 5. | ( ) | ( ) |
| 6. | ( ) | ( ) |
| 7. | ( ) | ( ) |
| 8. | ( ) | ( ) |
| 9. | ( ) | ( ) |
| 10. | ( ) | ( ) |
| 11. | ( ) | ( ) |
| 12. | ( ) | ( ) |

Step 13

In this step decide whether both utterances of each pair are the same or different. Say "same" or "different" aloud, and wait for the speaker to confirm your choice:

1. (  )  (  )
2. (  )  (  )
3. (  )  (  )
4. (  )  (  )
5. (  )  (  )
6. (  )  (  )
7. (  )  (  )
8. (  )  (  )
9. (  )  (  )
10. (  )  (  )

If you made any errors, repeat steps 12 and 13 before proceeding with the following quiz.

## SELF-EVALUATIVE QUIZ No. 3

In this quiz each utterance will be repeated twice. In the first part you will be required to decide how many times you hear the sound /ɛ̃/ within each utterance. If it does not occur, make no mark on the answer sheet. Ready?

ANSWER SHEET

SELF-EVALUATIVE QUIZ No. 3

/ɛ̃/

1. ( ) ( )
2. ( ) ( )
2. ( ) ( )
3. ( ) ( )
4. ( ) ( )
5. ( ) ( )
6. ( ) ( )
7. ( ) ( )
8. ( ) ( )
9. ( ) ( )
10. ( ) ( )

/ɑ̃/

11. ( ) ( )
12. ( ) ( )
13. ( ) ( )
14. ( ) ( )
15. ( ) ( )
16. ( ) ( )
17. ( ) ( )
18. ( ) ( )
19. ( ) ( )
20. ( ) ( )

Now check your answers with the key at the end of this unit.

## KEY TO SELF-EVALUATIVE QUIZ No. 1

| | Columns 1 | 2 | 3 |
|---|---|---|---|
| 1. | | | X |
| 2. | | X | X |
| 3. | | | X |
| 4. | X | | X |
| 5. | X | X | X |
| 6. | | | |
| 7. | | X | X |
| 8. | | | |
| 9. | X | | |
| 10. | X | X | X |

If you had one or more errors in this quiz, take it over before proceeding to part 2.

KEY TO SELF-EVALUATIVE QUIZ No. 2

| Columns | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 1. | X | | | |
| 2. | | X | | |
| 3. | X | | | |
| 4. | | X | X | |
| 5. | | | X | |
| 6. | | | | |
| 7. | | X | X | X |
| 8. | | X | X | X |
| 9. | X | X | | X |
| 10. | X | | | X |

If you made one or more errors, take this quiz over before proceeding to part 3.

## KEY TO SELF-EVALUATIVE QUIZ No. 3

| (How many) /ɛ̃/ | | (How many) /ɑ̃/ | |
|---|---|---|---|
| 1. | 2 | 11. | 3 |
| 2. | 3 | 12. | 2 |
| 3. | 2 | 13. | 1 |
| 4. | | 14. | 2 |
| 5. | 1 | 15. | 1 |
| 6. | 2 | 16. | |
| 7. | 4 | 17. | 2 |
| 8. | 1 | 18. | |
| 9. | | 19. | 4 |
| 10. | 1 | 20. | 3 |

If you made one or more errors in this quiz, take it over. If you did not make any errors, you have successfully completed this unit.

End of Unit 6

UNIT 7

OBJECTIVES

1. Upon completion of this unit the student will be able to accurately pronounce the French vowels /ɛ̃/ and /ɑ̃/ in words, short phrases, or sentences.

2. The student may replay the entire tape or any portion of it, but should try to complete this unit in fifty minutes.

3. 100% accuracy is required on the self-evaluative quizzes.

## Production of the Sounds /ɛ̃/ and /ɑ̃/

### Part 1

### The Sound /ɛ̃/

You should have little difficulty in pronouncing the two nasal vowels /ɛ̃/ and /ɑ̃/ if you keep in mind that these two vowels are produced with the same tense muscles as their oral counterparts /ɛ/ and /ɑ/. As a result, /ɛ̃/ and /ɑ̃/ are as short as /ɛ/ and /ɑ/, and they are not followed by a nasal glide, contrary to their English counterparts.

The easiest way for you to imitate these nasal sounds correctly is to start with the corresponding oral vowels and add to them as strong a nasal resonance as possible. The result should be a good, if not perfect, nasal vowel. Let's begin with the sound /ɛ̃/.

Step 1

Listen and repeat:

1. ( ) _____ ( ) _____ ( ) _____
2. ( ) _____ ( ) _____ ( ) _____
3. ( ) _____ ( ) _____ ( ) _____
4. ( ) _____ ( ) _____ ( ) _____
5. ( ) _____ ( ) _____ ( ) _____

6. ( ) _____ ( ) _____ ( ) _____
7. ( ) _____ ( ) _____ ( ) _____
8. ( ) _____ ( ) _____ ( ) _____

Step 2

In this exercise it is most important that no "n" sound be heard when you pronounce the second word of each pair. Set your tape recorder on "record" so that you may listen to your voice afterwards. Set your meter at "0" and begin repeating:

1. ( ) ( ) _____ _____
2. ( ) ( ) _____ _____
3. ( ) ( ) _____ _____
4. ( ) ( ) _____ _____
5. ( ) ( ) _____ _____
6. ( ) ( ) _____ _____
7. ( ) ( ) _____ _____
8. ( ) ( ) _____ _____
9. ( ) ( ) _____ _____
10. ( ) ( ) _____ _____
11. ( ) ( ) _____ _____
12. ( ) ( ) _____ _____

Now rewind your tape and listen to your performance. Repeat the exercise if you are not satisfied.

Step 3

Every word of this exercise begins with /ɛ̃/. Be sure that you initiate each word with a strong nasal resonance so as to preserve the pure quality and the length of the vowel sound. Listen and repeat:

| | | | | | |
|---|---|---|---|---|---|
| 1. | ( ) | _____ | 9. | ( ) | _____ |
| 2. | ( ) | _____ | 10. | ( ) | _____ |
| 3. | ( ) | _____ | 11. | ( ) | _____ |
| 4. | ( ) | _____ | 12. | ( ) | _____ |
| 5. | ( ) | _____ | 13. | ( ) | _____ |
| 6. | ( ) | _____ | 14. | ( ) | _____ |
| 7. | ( ) | _____ | 15. | ( ) | _____ |
| 8. | ( ) | _____ | 16. | ( ) | |

Step 4

In this exercise make a special effort to pronounce each syllable distinctly. Listen and repeat:

| | | | | | |
|---|---|---|---|---|---|
| 1. | ( ) | _____ | 5. | ( ) | _____ |
| 2. | ( ) | _____ | 6. | ( ) | _____ |
| 3. | ( ) | _____ | 7. | ( ) | _____ |
| 4. | ( ) | _____ | 8. | ( ) | _____ |

Step 5

Carefully imitate the model as you pronounce the following

pairs. Notice that the vowel sound in the last utterance of the second pair is never nasalized:

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1.( | ) ( | ) ____ | 14.( | ) ( | ) ____ |
| 2.( | ) ( | ) ____ | 15.( | ) ( | ) ____ |
| 3.( | ) ( | ) ____ | 16.( | ) ( | ) ____ |
| 4.( | ) ( | ) ____ | 17.( | ) ( | ) ____ |
| 5.( | ) ( | ) ____ | 18.( | ) ( | ) ____ |
| 6.( | ) ( | ) ____ | 19.( | ) ( | ) ____ |
| 7.( | ) ( | ) ____ | 20.( | ) ( | ) ____ |
| 8.( | ) ( | ) ____ | 21.( | ) ( | ) ____ |
| 9.( | ) ( | ) ____ | 22.( | ) ( | ) ____ |
| 10.( | ) ( | ) ____ | 23.( | ) ( | ) ____ |
| 11.( | ) ( | ) ____ | 24.( | ) ( | ) ____ |
| 12.( | ) ( | ) ____ | 25.( | ) ( | ) ____ |
| 13.( | ) ( | ) ____ | 26.( | ) ( | ) ____ |

Step 6

Practice the following sentences. Try to imitate as accurately as possible the pronunciation, rhythm and intonation of the voice on the tape. When you are satisfied with your performance, record these sentences during the pause provided. Then rewind the tape and compare your performance with the model. The meaning of the sentences is given in your workbook:

| | | |
|---|---|---|
| (In the morning I'm hungry.) | Le matin j'ai faim. | _____ |
| (Allan is in Berlin.) | Alain est à Berlin. | _____ |
| (Tomorrow is the 25th of June.) | Demain, c'est le 25 juin. | _____ |
| (This road leads to Rheims.) | Ce chemin mène à Reims. | _____ |
| (She has 5, 15, 20, 25 pillows.) | Elle a 5, 15, 20, 25 coussins. | _____ |

## Part 2

## The Sound /ɑ̃/

### Step 7

Now you will practice the sound /ɑ̃/ by first pronouncing the oral vowel /ɑ/ and then adding to it a strong nasal resonance. Listen and repeat:

1. ( ) _____ ( ) _____ ( ) _____
2. ( ) _____ ( ) _____ ( ) _____
3. ( ) _____ ( ) _____ ( ) _____
4. ( ) _____ ( ) _____ ( ) _____
5. ( ) _____ ( ) _____ ( ) _____
6. ( ) _____ ( ) _____ ( ) _____
7. ( ) _____ ( ) _____ ( ) _____

### Step 8

In this exercise the nasal vowel is heard in the first utterance of each pair. In the second utterance, a consonant sound is added to the nasal vowel. Make sure when you pronounce, that you produce no nasal glide between the vowel sound and the final consonant sound. Set your tape recorder on "record" and your meter on "0" so that you can rewind your tape at the end of the exercise and compare your performance with the model. Listen and repeat:

1. ( ) ___ ( ) ___ ( ) ___ ( ) ___
2. ( ) ___ ( ) ___ ( ) ___ ( ) ___
3. ( ) ___ ( ) ___ ( ) ___ ( ) ___
4. ( ) ___ ( ) ___ ( ) ___ ( ) ___
5. ( ) ___ ( ) ___ ( ) ___ ( ) ___

Now repeat the following sets of three words after the model. Make sure that the quality of the nasal vowel /ɑ̃/ remains unaltered throughout the exercise:

1. ( ) ( ) ( ) ___ ___ ___
2. ( ) ( ) ( ) ___ ___ ___
3. ( ) ( ) ( ) ___ ___ ___
4. ( ) ( ) ( ) ___ ___ ___
5. ( ) ( ) ( ) ___ ___ ___
6. ( ) ( ) ( ) ___ ___ ___

Step 9

In this exercise each syllable must be pronounced very distinctly. Pay special attention to those containing the sound /ɑ̃/. Record your pronunciation.

| | 1st group | 2nd group | 3rd group |
|---|---|---|---|
| 1. | ( ) ___ | ( ) ___ | ( ) ___ |
| 2. | ( ) ___ | ( ) ___ | ( ) ___ |
| 3. | ( ) ___ | ( ) ___ | ( ) ___ |

| | 1st group | 2nd group | 3rd group |
|---|---|---|---|
| 4. | (  )  ____ | (  )  ____ | (  )  ____ |
| 5. | (  )  ____ | (  )  ____ | (  )  ____ |
| 6. | (  )  ____ | (  )  ____ | (  )  ____ |

Now rewind your tape and compare your performance with the model. If you are not satisfied, repeat the exercise before proceeding.

Step 10

Imitate the model carefully as you pronounce the following pairs. Notice that the vowel sound in the last utterance of the second pair is never nasalized.

| | | | | |
|---|---|---|---|---|
| 1. | (  )(  )____ ____ | 12. | (  )(  )____ ____ |
| 2. | (  )(  )____ ____ | 13. | (  )(  )____ ____ |
| 3. | (  )(  )____ ____ | 14. | (  )(  )____ ____ |
| 4. | (  )(  )____ ____ | 15. | (  )(  )____ ____ |
| 5. | (  )(  )____ ____ | 16. | (  )(  )____ ____ |
| 6. | (  )(  )____ ____ | 17. | (  )(  )____ ____ |
| 7. | (  )(  )____ ____ | 18. | (  )(  )____ ____ |
| 8. | (  )(  )____ ____ | 19. | (  )(  )____ ____ |
| 9. | (  )(  )____ ____ | 20. | (  )(  )____ ____ |
| 10. | (  )(  )____ ____ | 21. | (  )(  )____ ____ |
| 11. | (  )(  )____ ____ | 22. | (  )(  )____ ____ |

La Manche
Cambrai
Laon
Caen
Rouen
Nancy
Sens
Le Mans
Orléans
Angers
Nantes
Chambéry
France
L'Océan
Atlantique
Valence
Vence
Cannes
Perpignan
La Mer
Méditerranée

Step 11

In this exercise you will learn to pronounce the names of some French cities which all contain the sound /ɑ̃/ except the last one which does not contain the sound /ɑ̃/ and must not be nasalized. The names of these cities are printed below. But since their spelling is so different from the way they are pronounced, concentrate on what you hear, and associate it closely with what you see. Each name will be pronounced twice:

1. Angers (Repeat) ____ ____
2. Nantes (Repeat) ____ ____
3. Vence (Repeat) ____ ____
4. Valence (Repeat) ____ ____
5. Sens (Repeat) ____ ____
6. Nancy (Repeat) ____ ____
7. Cambrai (Repeat) ____ ____
8. Caen (Repeat) ____ ____
9. Laon (Repeat) ____ ____
10. Rouen (Repeat) ____ ____
11. Orléans (Repeat) ____ ____
12. Le Mans (Repeat) ____ ____
13. Perpignan (Repeat) ____ ____
14. Chambéry (Repeat) ____ ____
15. Cannes (Repeat) ____ ____

Step 12

Practice the following sentences. Pay special attention not only to the pronunciation but also to the rhythm and intonation. Beat the time as you say each syllable. When you are satisfied with your performance, record these sentences

during the pause provided, and later compare them with the model. The meaning of the sentences is given in your workbook. Ready?

| | | |
|---|---|---|
| (John feels the wind.) | Jean sent le vent. | _____ |
| (The child lies often.) | L'enfant ment souvent. | _____ |
| (I hear him upon entering.) | Je l'entends en entrant. | _____ |
| (John and Jane eat together.) | Jean et Jeanne mangent ensemble. | _____ |

## Part 3

## The Sounds /ɛ̃/ and /ɑ̃/

### Step 13

In this exercise the sounds /ɛ̃/ and /ɑ̃/ will be contrasted. Pronounce each word with as strong a nasal resonance as possible:

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1. | ( ) | ( ) | ____ | ____ | 6. | ( ) | ( ) | ____ | ____ |
| 2. | ( ) | ( ) | ____ | ____ | 7. | ( ) | ( ) | ____ | ____ |
| 3. | ( ) | ( ) | ____ | ____ | 8. | ( ) | ( ) | ____ | ____ |
| 4. | ( ) | ( ) | ____ | ____ | 9. | ( ) | ( ) | ____ | ____ |
| 5. | ( ) | ( ) | ____ | ____ | 10. | ( ) | ( ) | ____ | ____ |

### Step 14

Repeat the three utterances after the model:

| | | | | | | |
|---|---|---|---|---|---|---|
| 1. | ( ) | ( ) | ( ) | ____ | ____ | ____ |
| 2. | ( ) | ( ) | ( ) | ____ | ____ | ____ |
| 3. | ( ) | ( ) | ( ) | ____ | ____ | ____ |
| 4. | ( ) | ( ) | ( ) | ____ | ____ | ____ |
| 5. | ( ) | ( ) | ( ) | ____ | ____ | ____ |
| 6. | ( ) | ( ) | ( ) | ____ | ____ | ____ |
| 7. | ( ) | ( ) | ( ) | ____ | ____ | ____ |
| 8. | ( ) | ( ) | ( ) | ____ | ____ | ____ |
| 9. | ( ) | ( ) | ( ) | ____ | ____ | ____ |

10. (  ) (  ) (  )  ____ ____ ____
11. (  ) (  ) (  )  ____ ____ ____
12. (  ) (  ) (  )  ____ ____ ____
13. (  ) (  ) (  )  ____ ____ ____
14. (  ) (  ) (  )  ____ ____ ____
15. (  ) (  ) (  )  ____ ____ ____
16. (  ) (  ) (  )  ____ ____ ____
17. (  ) (  ) (  )  ____ ____ ____

Step 15

In this step you will learn to read numerals which contain the two sounds /ɛ̃/ and /ɑ̃/. These numerals are printed in your workbook. Look at them as the voice on the tape pronounces them for you. Each will be pronounced twice. Ready?

| | | | | | |
|---|---|---|---|---|---|
| 5, 5 | ____ | ____ | 100, 100 | ____ | ____ |
| 15, 15 | ____ | ____ | 105, 105 | ____ | ____ |
| 20, 20 | ____ | ____ | 115, 115 | ____ | ____ |
| 25, 25 | ____ | ____ | 120, 120 | ____ | ____ |
| 30, 30 | ____ | ____ | 125, 125 | ____ | ____ |
| 35, 35 | ____ | ____ | 130, 130 | ____ | ____ |
| 40, 40 | ____ | ____ | 150, 150 | ____ | ____ |
| 45, 45 | ____ | ____ | 155, 155 | ____ | ____ |
| 50, 50 | ____ | ____ | 500, 500 | ____ | ____ |
| 55, 55 | ____ | ____ | 555, 555 | ____ | ____ |

Step 16

Practice the following sentences until you can say them smoothly and distinctly. Then record them and compare your performance with the model. The meaning of the sentences is given in your workbook:

| | | |
|---|---|---|
| (Vincent holds her hand.) | Vincent tient sa main. | ____ |
| (In the morning the child whines.) | Le matin l'enfant geint. | ____ |
| ("The woman and the puppet") | "La Femme et le Pantin". | ____ |
| (Tomorrow is Valentine's day) | Demain c'est la Saint-Valentin. | ____ |
| (This white bread is worth it.) | Ce pain blanc en vaut la peine. | ____ |

## SELF-EVALUATIVE QUIZ

In this quiz you will be required to pronounce the names of the cities and the figures which are printed in your workbook. (These were practiced in steps 6, 11, and 15 of this unit.) The speaker will say the item number. During the pause that follows, look in your workbook and pronounce the name of the city or the figure corresponding to the number you heard on the tape. Then the speaker will give you a confirmation. Be sure that you record your response quickly before you hear the confirmation. When you are finished, rewind your tape and compare your performance with the speaker's voice. Mark off any item which is not satisfactory to your ear. This will tell you whether you passed the quiz or not. If you think that you made more than two errors, review steps 6, 11, and 15 before you let your instructor evaluate your performance, so you can be prepared to correct your errors if he asks you to do so. If you do not feel sufficiently prepared for this quiz, review steps 6, 11, and 15 before attempting to record. Otherwise, set your tape recorder on "record," and let's begin:

| | Stimulus | Response | Confirmation |
|---|---|---|---|
| 1. | 20 | _____ | ( ) |
| 2. | 5 | _____ | ( ) |
| 3. | 50 | _____ | ( ) |

| | Stimulus | Response | Confirmation |
|---|---|---|---|
| 4. | Berlin | _____ | ( ) |
| 5. | Le Mans | _____ | ( ) |
| 6. | Reims | _____ | ( ) |
| 7. | Rouen | _____ | ( ) |
| 8. | 115 | _____ | ( ) |
| 9. | 55 | _____ | ( ) |
| 10. | 555 | _____ | ( ) |
| 11. | Orléans | _____ | ( ) |
| 12. | Nancy | _____ | ( ) |
| 13. | Angers | _____ | ( ) |
| 14. | Caen | _____ | ( ) |
| 15. | Cannes | _____ | ( ) |
| 16. | 40 | _____ | ( ) |
| 17. | 25 | _____ | ( ) |
| 18. | 120 | _____ | ( ) |
| 19. | Vence | _____ | ( ) |
| 20. | 15 | _____ | ( ) |

End of Unit 7